



PINE GROVE ELEMENTARY

111 Huffstetler Drive
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	528 Students	
Principal	Inger M. Ferguson	803-214-2380
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Below Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

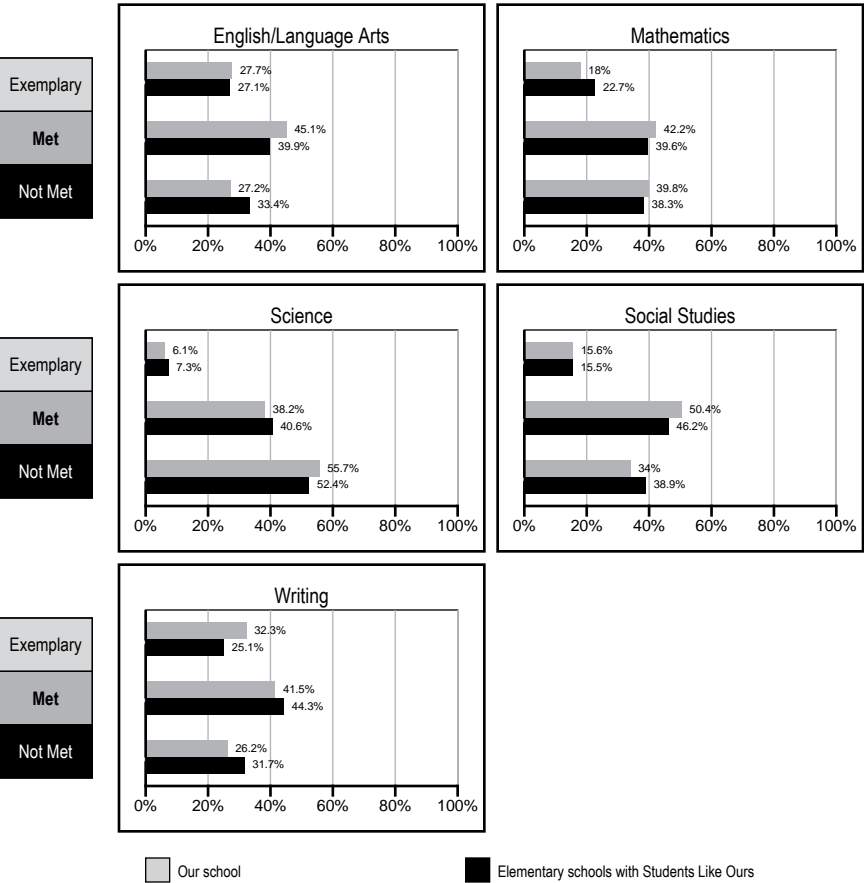
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	100	54	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=528)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.7%	1.5%	1.1%
Attendance rate	95.4%	Up from 95.2%	96.1%	96.2%
Served by gifted and talented program	8.4%	Up from 5.6%	5.7%	13.4%
With disabilities other than speech	3.8%	Down from 8.2%	4.3%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	72.2%	Up from 64.7%	61.8%	62.5%
Continuing contract teachers	83.3%	Up from 82.4%	82.8%	88.2%
Teachers returning from previous year	89.8%	Up from 89.2%	84.9%	87.8%
Teacher attendance rate	92.8%	Down from 94.1%	95.1%	95.2%
Average teacher salary*	\$51,030	Up 1.8%	\$45,083	\$46,773
Professional development days/teacher	8.4 days	Up from 8.2 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.3	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.2 to 1	17.6 to 1	19.9 to 1
Prime instructional time	87.7%	Down from 88.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,882	Down 14.7%	\$8,337	\$7,447
Percent of expenditures for instruction**	79.0%	Down from 79.2%	67.8%	68.4%
Percent of expenditures for teacher salaries**	75.9%	Up from 74.5%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Pine Grove Elementary School has focused on teaching the academic standards, strengthening instructional delivery, improving the school climate, and improving the quality of home/school relationships. Pine Grove met all thirteen objective goals for Adequate Yearly Progress (AYP) in 2010-2011. Pine Grove Elementary School will continue to strive to meet all goals of the 2001 "No Child Left Behind" Act.

During 2010-11, our school community professional development growth plan focused on the following areas: literacy integration across the curriculum, differentiation of instruction, student targeted response to intervention, the use of SMART Board technology, video conferencing, and Positive Behavior Intervention and Supports (PBIS). Our PBIS model was awarded ribbon status this year. We will strive for banner recognition during the 2011-2012 academic year. All staff members were encouraged to continue to improve professionally through attending professional development training offered by the district that directly impacts the quality of instruction in reading, mathematics, science, and social studies.

Our community partnerships continued to have a positive impact on our school environment. Employees of The South Carolina Department of Corrections continued to provide mentors for selected fifth grade students through the Lunch Buddies Program. The Midland Reading Consortium partnered with Pine Grove Elementary and provided small group instruction for kindergarten, first and second grade students with a focus on improving literacy skills. Additionally, Pine Grove Elementary was also named a recipient of the "Fresh Fruits & Vegetables" Grant, which will be implemented during the 2011-12 school year.

The Parent Teacher Association (PTA) continued sponsorship for our annual Pine Grove Ball and Pine Grove Idol for our students and parents, which were very successful community collaborations. Our Parent University workshop assisted in cultivating the desired increase of parental involvement commitment. The School Improvement Council (SIC) continued to improve its efforts by also attending the South Carolina SIC conference. The implementation of school uniforms was very successful and will be continued for the 2011-12 school year. School and home communications will continue to be a focus of improvement and we will use of our auto-dialer system, and school website to inform parents of special events.

We will continue to make student achievement, positive school climate, and quality home/school relationships a priority in 2011-12. The focus for our 2011-12 school year will also be to continue a strong emphasis on the use of Data Driven Instruction and Literacy. Our mission will remain to prepare every student to be successful, contributing citizens in a global society by providing an effective and high quality education.

Inger M. Ferguson, Principal
Patricia Geddis, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	74	49
Percent satisfied with learning environment	85.7%	80.8%	87.5%
Percent satisfied with social and physical environment	85.7%	85.1%	89.4%
Percent satisfied with school-home relations	74.3%	86.5%	89.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	242	100	27.2	45.1	27.7	83.5	78.3	82.4	Yes	Yes
Gender										
Male	123	100	30.5	43.8	25.7	81.9	74.3	78.7	N/A	N/A
Female	119	100	23.8	46.5	29.7	85.1	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	221	100	26.8	47.4	25.8	84.2	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	15	100	33.3	25	41.7	75	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	32	100	66.7	26.7	6.7	46.7	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	100	27.9	47	25.1	83.6	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	242	99.6	39.5	42.4	18	70.7	75.1	81.9	No	Yes
Gender										
Male	123	100	38.1	45.7	16.2	69.5	73.5	79.9	N/A	N/A
Female	119	99.2	41	39	20	72	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	221	99.6	39.2	43.9	16.9	71.4	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	15	100	41.7	33.3	25	66.7	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	32	96.9	75.9	17.2	6.9	27.6	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.5	41.2	42.3	16.5	69.2	69.8	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	159	100	55.7	38.2	6.1	44.3	58.7	68.6
Gender								
Male	78	100	53.8	41.5	4.6	46.2	58.2	68.3
Female	81	100	57.6	34.8	7.6	42.4	59.2	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	144	100	58.7	36.4	5	41.3	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	20	100	77.8	16.7	5.6	22.2	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	141	100	57.4	35.7	7	42.6	50.1	57.3

Social Studies

All Students	158	100	34	50.4	15.6	66	64.7	72.5
Gender								
Male	83	100	31.5	52.1	16.4	68.5	63.6	72
Female	75	100	36.8	48.5	14.7	63.2	65.8	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	148	100	33.6	51.1	15.3	66.4	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	21	100	57.1	33.3	9.5	42.9	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	141	100	35.5	50	14.5	64.5	56.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	77	100	26.2	41.5	32.3	73.8	66.5	73.2	95.4	96.1
Gender										
Male	40	100	36.4	39.4	24.2	63.6	62	67.2	95.2	95.9
Female	37	100	15.6	43.8	40.6	84.4	71.2	79.4	95.7	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	87.8	81.5	94.6	96.2
African American	72	100	26.7	41.7	31.7	73.3	60.7	61.3	95.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	98.5	96.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.8	66.7	93.4	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	88.9	94.5
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	23.7	26	93.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.7	95.9
Socio-Economic Status										
Subsidized meals	68	100	26.3	43.9	29.8	73.7	59.1	63.2	95.3	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	81	100	17.6	32.4	50	82.4
	4	80	100	33.3	50	16.7	66.7
	5	56	100	34	42.6	23.4	66
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	87	100	32	32	36	68
	4	75	100	18.2	54.5	27.3	81.8
	5	80	100	30.8	50.8	18.5	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	81	100	39.7	36.8	23.5	60.3
	4	80	100	50	33.3	16.7	50
	5	56	100	59.6	34	6.4	40.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	87	100	53.3	29.3	17.3	46.7
	4	75	98.7	29.2	49.2	21.5	70.8
	5	80	100	33.8	50.8	15.4	66.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	40	100	60	31.4	8.6	40
	4	79	100	43.1	52.3	4.6	56.9
	5	29	100	64	32	4	36
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	43	100	60	28.6	11.4	40
	4	75	100	48.5	45.5	6.1	51.5
	5	41	100	N/AV	N/AV	N/AV	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	41	100	18.2	51.5	30.3	81.8
	4	79	100	35.4	55.4	9.2	64.6
	5	27	100	59.1	36.4	4.5	40.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	44	100	27.5	52.5	20	72.5
	4	75	100	30.3	51.5	18.2	69.7
	5	39	100	48.6	45.7	5.7	51.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	83	100	34.3	34.3	31.4	65.7
	4	77	98.7	39.4	42.4	18.2	60.6
	5	53	100	31.9	46.8	21.3	68.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	77	100	26.2	41.5	32.3	73.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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